NEWSWEEK EDUCATION PROGRAM

Florida Sunshine State Standards Language Arts Grades 9-12

READING

Standards 9-12	Strategies using the NEWSWEEK Education Program
Standard 1: The student uses the reading process effectively. (L.A.1.4)	
1. *selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.*	• Use **NEWSWEEK** Magazine, Making the Most of **NEWSWEEK** in the Classroom (online), and **NEWSWEEK** ThisWeek to: 　○ Scan headlines, captions, graphics and photos before reading to predict content. 　○ Identify prior knowledge about topic of article. Scan "Careful Reading" questions in **NEWSWEEK** ThisWeek to identify key ideas. • Read one-line descriptions in "Top of the Week" in **NEWSWEEK** Magazine to a) predict purpose of story; b) raise questions. • Use "Ask Tip Sheet" in **NEWSWEEK** Magazine as a model for generating questions. • Use any **NEWSWEEK** Magazine article to practice pre-reading strategies. • "Careful Reading" questions in **NEWSWEEK** ThisWeek Quiz help students anticipate the content, purpose and organization of article featured in **NEWSWEEK.** • "Class Activities" in **NEWSWEEK** ThisWeek often suggest specific pre-reading strategies. • Use "The Cover" and "The Table of Contents" in Making the Most of **NEWSWEEK** in the Classroom (online) to employ pre-reading strategies to anticipate the content, purpose and organization of an article. • Use "Pre-Reading" in Making the Most of **NEWSWEEK** in the Classroom (online) as a strategy to anticipate content, purpose, and organization of a reading selection. • "Stories Unfold" in English Curriculum Guide Sampler (online) contains pre-reading strategies to help students anticipate the content, purpose and organization of an article. • "Reading: Before, During and After" in Cross-Curriculum Sampler (online) contains pre-reading strategies to help students anticipate the content, purpose and organization of an article.

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Standard 1: The student uses the reading process effectively. (L.A.1.4)	
2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	• Use the organization of **NEWSWEEK** magazine, including headlines, photos/illustrations, captions and pull quotes, to guide inferences about an article's content. • Interpret the meaning of symbols and graphics in "Tooning In" in **NEWSWEEK** ThisWeek. • Use "Grasping Graphics" in **NEWSWEEK** ThisWeek to explore ways graphics function in the text. • "Focus on Writing" in **NEWSWEEK** ThisWeek helps students understand how texts are constructed and enhances their ability to make inferences. • Use "Perspectives: Political Cartoons" in Making the Most of **NEWSWEEK** in the Classroom (online) to describe details and explain meanings behind political cartoons. • Use "Reading for Understanding" and "The Structure of a Newsweek Story" in Making the Most of **NEWSWEEK** in the Classroom (online) to comprehend content of an article. • Use "Understanding Vocabulary" in Making the Most of **NEWSWEEK** in the Classroom (online) to increase comprehension of words in an article. • Use "Stories Unfold" and "Think Out Loud" in English Curriculum Guide Sampler (online) to scan titles, subtitles, photo captions of articles to understand the structure and format of an article. • Use "Reading: Before, During, and After" and "Reading: Interpreting Charts and Graphs: What Do They Say?" in Cross-Curriculum Sampler (online) to analyze charts and graphs and their purpose; this is especially useful with any graphic in the magazine or with those found in the Issues Today Maps.
3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	• Use "Words and Terms in the News" in **NEWSWEEK** ThisWeek to add new vocabulary and identify meaning. • Use "Understanding Vocabulary" in Making the Most of **NEWSWEEK** in the Classroom (online) to develop strategies for understanding meaning and to build vocabulary. • Use "Expanding Vocabulary Everyday" in English Curriculum Guide Sampler (online) to develop habits of vocabulary building. • Use "Figurative and Descriptive Language" in Cross-Curriculum Guide Online Activities to build skills in identifying and using words figuratively.

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Standard 1: The student uses the reading process effectively. (L.A.1.4)	
4. *applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.*	• Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz to guide note taking, rereading or summarizing of an article featured in NEWSWEEK. • "Class Activities" in NEWSWEEK ThisWeek usually call for students to respond to Newsweek articles in diverse ways. • Use "Reading for Understanding" and "The Structure of a Newsweek Story" in Making the Most of NEWSWEEK in the Classroom (online) to apply summarizing and web outlining strategies on a NEWSWEEK article. • Use "Think Out Loud" in English Curriculum Guide Sampler (online) to apply rereading, note-taking and summarizing strategies on a NEWSWEEK article. • Use "Drawing from Prior Experiences and Knowledge" in English Curriculum Guide Sampler (online) for students to apply response strategies such as relating what is read to their own experiences.
Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)	
1. *determine the main Idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.*	• Use different color highlighters on NEWSWEEK articles to identify main ideas and supporting details. • Use "Reading for Understanding" and "The Structure of a Newsweek Story" in Making the Most of NEWSWEEK in the Classroom (online) to identify main ideas and relevant details of a NEWSWEEK article. • Use "Stories Unfold" and "Think Out Loud" in English Curriculum Guide Sampler (online) to scan titles, subtitles, photo captions of articles to identify main ideas and relevant details of an article. • Use "Reading: Before, During, and After" in Cross-Curriculum Sampler (online) to identify main ideas and relevant details of an article or essay. • Use "Reading in Between the Lines" in Cross-Curriculum Guide Online Activities to determine relevant details and their effectiveness in written material. • Use "Patterns in Reading" in Developmental Education Guide Sampler (online) to determine the main idea and relevant details in written material.
2. *determines the author's purpose and point of view and their effects the text.*	• Use articles and columns (a feature article, "My Turn," "Letters to the Editor," "Last Word" articles) in NEWSWEEK Magazine to determine author's purpose and point of view. • Use "Writing to Real Readers" in English Curriculum Guide Sampler (online) to determine an author's purpose and point of view in a NEWSWEEK review.

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Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)	
4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	• "Class Activities" in NEWSWEEK ThisWeek often suggest additional research efforts evaluating primary and secondary sources. • Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz to help guide comprehension of written information in the articles. • Use "Reading for Understanding" and "Identifying Narratives" in Making the Most of NEWSWEEK in the Classroom (online) to practice various ways to analyze text. • Use "Proposals: Problem/Solution" in English Curriculum Guide Sampler (online) to help gather information for an essay. • Use "History: Connecting the Past to the Present", "Reading: Before, During, and After", "Reading: Interpreting Charts and Graphs", "Art: Photography", and "Health: Verifying Expertise" in Cross-Curriculum Sampler (online) for study skills and tools for gathering information. • Use "Political History" and "Turning Points in History" in History Curriculum Guide Sampler (online) for research methods using primary and secondary sources.
5. identifies devices of persuasion and methods of appeal and their effectiveness.	• Use writing examples (a feature article, "My Turn", "Letters to the Editor", "Last Word" articles) in NEWSWEEK Magazine to identify how the writers use evidence and argument to persuade. • Use the "Opinions" section (Perspectives: Political Cartoons, The Last Word, My Turn, Letters to the Editor and "The Difference Between News and Opinion" in Making the Most of NEWSWEEK in the Classroom (online) to help identify various devices of persuasion and methods of appeal. • Use "Proposals: Problems/Solutions" in English Curriculum Guide Sampler (online) to assess the effectiveness of a persuasive argument. • Use "Psychology: Advertising" Cross-Curriculum Sampler (online) to explore the devices advertisers use to appeal to consumers.

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Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)	
6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	• Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz for study skills and tools for gathering information. • Use "Reading for Understanding" and "Identifying Narratives" in Making the Most of NEWSWEEK in the Classroom (online) to practice various research methods. • Use "Proposals: Problem/Solution" in English Curriculum Guide Sampler (online) to help gather content information for an essay. • Use "History: Connecting the Past to the Present", "Reading: Before, During, and After", "Reading: Interpreting Charts and Graphs", "Art: Photography", and "Health: Verifying Expertise," in Cross-Curriculum Sampler (online) for study skills and tools for gathering information. • Use "Political History" and "Turning Points in History" in History Curriculum Guide Sampler (online) for research methods using primary and secondary sources.
7. analyzes the validity and reliability of primary source information appropriately.	• "Class Activities" in NEWSWEEK ThisWeek often call for students to use effective research strategies on primary and secondary sources. • Use "Health: Verifying Expertise" in Cross-Curriculum Sampler (online) to evaluate sources. • Use "Political History" and "Turning Points in History" in History Curriculum Guide Sampler (online) to analyze the validity and reliability of primary and secondary sources.
8. synthesizes information from multiple sources to draw conclusions.	• "Class Activities" in NEWSWEEK This Week often call for students to synthesize multiple articles and draw conclusions. • Use "Writing for Different Purposes: Expository Writing" in Making the Most of NEWSWEEK in the Classroom (online) as a blueprint to gather and synthesize information on a specific topic and draw conclusions. • Use "Writing About People" in English Curriculum Guide Sampler (online) as a guide to gather and synthesize biographical information. • Use "Writing to Real Readers: Writing Reviews" in English Curriculum Guide Sampler (online) as a guide to synthesize information and draw conclusions about a work of art.

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WRITING

Standards 9-12	Strategies using the NEWSWEEK Education Program
Standard 1: The student uses writing processes effectively. (LA.B.1.4)	
1. selects and uses appropriate prewriting strategies such as brainstorming, graphic organizers, and outlines.	• Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz as a prewriting strategy when developing essay answers. • Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to practice prewriting strategies. • Use "Think Aloud" in English Curriculum Guide Sampler (online) as a prewriting strategy to raise questions and clarify ideas.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.	• Use "The Structure of a NEWSWEEK Story" Making the Most of NEWSWEEK in the Classroom (online) as a guide to understanding organizational patterns that provide a logical progression of ideas in essays. • Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to structure ideas and arguments and support them with examples. • Use "Editing for Conciseness" and "Writing the Thesis" in College Writing Guide Sampler (online) to structure ideas and arguments and support them with examples. • Use "How to Write a Summary" in Developmental Education Guide Sampler (online) to develop a summary from the main ideas of an article.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.	• Use "Editing for Conciseness" and "Writing the Thesis" in College Writing Guide Sampler (online) as a guide for producing final documents that have been edited for better clarity.

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Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)	
1. *writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.*	• Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to guide notes, outlines, comments, and observations on a variety of subjects. • Use "Writing About People" in English Curriculum Guide Sampler (online) as a guide for writing biographical text, notes, outlines, comments, and observations. • Use "Writing to Real Readers: Writing Reviews" English Curriculum Guide Sampler (online) as a guide for writing text, notes, outlines, comments, and observations in the form of a review that draws from a variety of media. • Use "Writing the Thesis" in College Writing Guide Sampler (online) as a guide for writing cogent thesis statements.
2. *organizes information using appropriate systems.*	• "Class Activities" in NEWSWEEK This Week often call for students to organize information using various systems appropriate to the subject or task. • Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz to help organize and record information. • Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to practice various information organization methods. • Use "Writing About People" in English Curriculum Guide Sampler (online) various information organization methods, including charts and notes. • Use "Writing the Thesis" in College Writing Guide Sampler (online) to organize a thesis when writing an essay.
3. *writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.*	• Use different NEWSWEEK sections (letters to the editor, Tip Sheet, Periscope, Conventional Wisdom Watch) to model ways of writing for a variety of purposes and audiences. • "Class Activities" in NEWSWEEK ThisWeek often call for students to write for different purposes and audiences. • Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to explore the impact different audiences and purposes on writing. • Use "Proposals: Problem/Solution" in English Curriculum Guide Sampler (online) to write for a problem-proposal text for different audiences.
4. *selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.*	• "Class Activities" in NEWSWEEK ThisWeek often call for students to use a different electronic media sources to create, revise, retrieve, and verify information.

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Listening, Viewing and Speaking

Standards 9-12	Strategies using the NEWSWEEK Education Program
Standard 3: The student uses speaking strategies effectively. (LA.C.3.4)	
2. *selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.*	• "Class Activities" in NEWSWEEK ThisWeek call for students to work in groups to raise questions and engage in guided class discussions. • Use "Conversation" in Making the Most of NEWSWEEK in the Classroom (online) to show comprehension through discussion, and make interpretations, comments and observations. • Use "Be Specific – Clear and Vivid Details" in English Curriculum Guide Sampler (online) to guide small group discussion of a writer's choice of detail. • History Curriculum Guide Sampler (online) calls for students to engage in class discussions where they demonstrate comprehension, ask questions, and make appropriate comments and observations.
3. *uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.*	• "Class Activities" in NEWSWEEK ThisWeek often call for students to make presentations with visual evidence to persuade.
4. *applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.*	• Allow time for students to have impromptu discussions of NEWSWEEK articles that have caught their attention. • "Class Activities" in NEWSWEEK ThisWeek often call for students to conduct interviews, make group and formal presentations. • Use "Writing for Different Purposes: "Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to practice interviewing skills and make presentations. • Use "Writing About People" in English Curriculum Guide Sampler (online) to conduct an interview with an individual.
5. *develops and sustains a line of argument and provides appropriate support.*	• "Class Activities" in NEWSWEEK ThisWeek often call for students to take a position on a topic in the news and support an argument. • Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to outline an argument and provide appropriate support. • Use "Conversation" in Making the Most of NEWSWEEK in the Classroom (online) to guide students in taking sides in an argument with a partner. • Use "Writing the Thesis" in Cross-Curriculum Sampler (online) to explore how a thesis relates to an argument.

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LANGUAGE

Standards 9-12	Strategies using the NEWSWEEK Education Program
Standard 2: The student understands the power of language. (LA.D.2.4)	
3. *recognizes production elements that contribute to the effectiveness of a specific medium.*	• Use the various elements of the magazine, including the cover, photographs, graphics, table of contents and section breaks to examine how production elements contribute to the effectiveness of NEWSWEEK Magazine**.**
4. *effectively integrates multimedia and technology into presentations.*	• "Class Activities" in NEWSWEEK ThisWeek often call for students to integrate multimedia and technology into presentations.
5. *critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.*	• Compare NEWSWEEK coverage of an issue or event with coverage in Internet and broadcast media to assess how each handles information. • "Class Activities" in NEWSWEEK ThisWeek often call for students to analyze elements of mass media and how they enhance or manipulate information. • Use "Psychology: Advertising" in Cross-Curriculum Sampler (online) to analyze strategies advertisers use to persuade people and manipulate information.